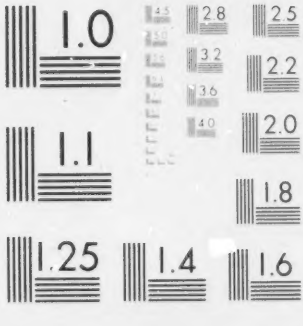

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ABSTRACT

The study was conducted to determine the influence of current parental occupations upon the career objectives of secondary students in Wyoming, including variables related to sex and to mother's employment. The study also sought to delineate the career clusters in which there was scant parental occupation and few students' career objectives, to provide guidelines for career education personnel. Among 18 conclusions (based on a survey of 1,462 students in 19 high schools) are these: boys' career objectives identify more with their fathers' occupations than girls' with mothers'; few girls state "housewife" as their career goal, but often their goals are "traditionally female" (nursing, teaching); there is no significant relationship between girls' declared career objectives and whether their mothers work outside the home, nor does the mother's occupation seem to have any influence on her daughter's career choice. Eighty-eight percent of students not planning post-secondary education have no idea what type of job they will seek. Recommendations based on these and other conclusions stress making students aware of all the opportunities available, of total life styles related to various job classifications, and of life style choices for women. All students should be provided entry level skills applicable in various clusters. (AJ)

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CAREER OBJECTIVES OF WYOMING SECONDARY STUDENTS COMPARED WITH PARENTAL OCCUPATIONS

by

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In Cooperation With
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Cheyenne, Wyoming

August

1974

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ABSTRACT

The problem of this study was to determine the influence of current parental occupations upon the career objectives of secondary students in Wyoming; including variables related to sex, and whether or not the mother works outside the home.

Additionally, the study sought to delineate career clusters in which scant parental occupations as well as students' career objectives were revealed, in order to provide occupational guidelines for career education counselors and curriculum planners.

Comparisons were made in both classifications and career clusters between fathers and boys; mothers and girls; and boys and girls. The classifications identified for the study were: (1) professional, (2) technical/managerial, (3) owners--including farmers and ranchers, (4) clerical, (5) sales, (6) skilled, (7) service, (8) domestic, (9) unskilled, and (10) housewife.

The 15 career clusters used were (1) agri-business, (2) business/office, (3) communications/media, (4) construction, (5) consumer/home economics related, (6) environment, (7) fine arts/humanities, (8) health occupations, (9) hospitality/recreation, (10) manufacturing, (11) marine science, (12) marketing/distribution, (13) personal service, (14) public service, and (15) transportation.

The questionnaire was administered in 19 Wyoming high school English classes distributed over 16 counties. A total of 1,462 students responded. They represented a fairly even distribution by sex and grade, as well as a size-of-school distribution, from schools with less than 100 students enrolled to schools with over 1,000.

Conclusions

The following conclusions resulted from this study pertaining to Wyoming high school students and their parents' occupations:

1. There is more identification in the boys' career objectives with their fathers' occupations (both classification and career clusters) than between the girls' and their mothers'.
2. Although few girls state that "Housewife" is their major (and only) objective, many are inclined to establish career goals that have been considered "traditional female pursuits." These include clerical jobs, as well as professional positions in such areas as teaching (public service), clerical (business/office), and nursing (health occupations).
3. More boys plan to follow their fathers' occupations in the clusters of agri-business, construction, and public service, than in any of the other 12 fields identified.
4. Both boys and girls hope to seek professional careers more than any other classification listed; and more than their respective parents are similarly occupied.

5. Despite varying parental occupations, boys and girls are alike in that many have not as yet decided or declared a career objective in any direction (classification or career cluster).

6. There is no significant relationship between girls who have declared a career objective and mothers who work outside the home. Nor does the mother's occupation seem to have any influence. The largest percentage of undecided girls had professional mothers, and the smallest percentage of undecided girls had technical/managerial mothers, with housewife-mothers mid-way in the ranked list.

7. There is least inclination to follow the parents' occupations when fathers or mothers are employed in unskilled, sales, or service classifications.

8. While marketing/distribution (career cluster) ranks high for both fathers' and mothers' occupations, there is little inclination to select similar career objectives among both boys and girls--even for those whose own parent is thus employed.

9. Although business/office ranks high for both mothers and girls, many of the overlapping clusters in which such activities could be conducted rank low for all groups--fathers, mothers, boys and girls--indicating that since few parents are thus

occupied, few students have also considered these fields. These low-ranking clusters include: (1) marine science, (2) environment, and (3) manufacturing.

10. Four other clusters are ranked mid-way to low, indicating that few parents are thus occupied and few students have considered these areas. They include: (1) communications/media, (2) fine arts/humanities, (3) hospitality/recreation, and (4) personal service.

11. While the clusters identified as health, and consumer/home economics are ranked fairly high for mothers and girls, there is an inverse relationship, with more girls seeking health occupations than their mothers who are similarly employed, and considerably more mothers occupied as housewives (45.5%) than girls (3.6%) who cite this classification as their primary objective.

12. Transportation ranks fairly high for boys and fathers; low for mothers, and mid-way for girls (airline flight attendants overlapped as a job description between personal service and transportation).

13. A large percentage of students (88.9%) who do not plan to continue their education beyond high school have no idea what type of job they will seek upon high school graduation (either classification or career cluster).

Recommendations

Based on the findings and conclusions of this study, the following recommendations are made:

1. Teachers, counselors, and career education planners should incorporate career oriented activities in the total curriculum which would provide information about all 15 career clusters.
2. Students should be encouraged to explore not only the fields in which their parents are employed, but in all the opportunities available, whether or not a high percentage of jobs exist within their locale and state.
3. Total life style information should be provided students related to the various job classifications, including training and qualifications necessary to obtain such positions.
4. Information about entry level positions in various classifications and career clusters should be provided for those students who do not wish to obtain advanced training so that their career objectives could be made more realistically.
5. Entry level skills that could be applicable in various clusters should be provided all students at the secondary level whether or not they plan to seek post-secondary training.
6. Students should be encouraged to evaluate their parents' occupations relative to their own needs and desires; and to explore various other careers.

7. Girls should be provided increased information regarding careers, life-style patterns, and emerging trends among female workers.
8. Students should be encouraged to establish at least generalized career objectives--keeping in mind that though these may change from time to time (either drastically or by degree)--the determination of one's vocational direction not only provides relevance to the learning process, but makes the achievement of such goals more likely.

CONTENTS

CHAPTER		PAGE
I.	INTRODUCTION	1
	Statement of the Problem	2
	Hypotheses	2
	Need for the Study	3
	Limitations	5
	Delimitations	5
	Definition of Terms	5
II.	RELATED LITERATURE	8
III.	PROCEDURES	14
	Selecting the Population	14
	Coding of the Data	14
	Statistical Analyses	15
IV.	FINDINGS	16
	Factual Data Summaries	17
	Comparisons of Students' Career Objectives With Parental Occupations	24
	Girls Compared with Mothers	32
	Occupations Described as Career Clusters	41
	Summary of Findings	45

CHAPTER		PAGE
V.	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	49
	Summary	49
	Collection of the Data	50
	Statistical Analyses	50
	Findings--Factual Data	51
	Findings--Students' Career Objectives Compared with Parents' Occupations	52
	Conclusions	54
	Recommendations	57
	Recommendations for Further Study	59
REFERENCES CITED		61
APPENDIX A		64
APPENDIX B		66
APPENDIX C		67

TABLES

TABLE		PAGE
1.	DISTRIBUTION OF RESPONDENTS BY SCHOOL POPULATION SIZE	17
2.	GRADE DISTRIBUTION	18
3.	DISTRIBUTION OF RESPONDENTS BY AGE	19
4.	DISTRIBUTION OF RESPONDENTS BY SEX	19
5.	RESPONDENTS' AFTER-GRADUATION PLANS	20
6.	JOB CLASSIFICATION RESPONDENTS PLAN TO SEEK UPON HIGH SCHOOL GRADUATION	21
7.	CAREER CLUSTERS RESPONDENTS WILL SEEK UPON HIGH SCHOOL GRADUATION	22
8.	RESPONDENTS' COLLEGE PLANS AFTER HIGH SCHOOL GRADUATION	23
9.	BOYS' CAREER OBJECTIVES BY CLASSIFICATION COMPARED WITH FATHERS' OCCUPATION	24
10.	PROFESSIONAL FATHERS COMPARED WITH BOYS' CAREER OBJECTIVES	25
11.	BOYS WITH PROFESSIONAL CAREER OBJECTIVES COMPARED WITH FATHERS' OCCUPATION	26
12.	TECHNICAL/MANAGERIAL FATHERS COMPARED WITH BOYS' CAREER OBJECTIVES	27
13.	BOYS WITH TECHNICAL/MANAGERIAL CAREER OBJECTIVES COMPARED WITH FATHERS' OCCUPATIONS	27
14.	OWNER FATHERS COMPARED WITH BOYS' CAREER OBJECTIVES	28

TABLE		PAGE
15.	BOYS WITH OWNER CAREER OBJECTIVES COMPARED WITH FATHERS' OCCUPATION	29
16.	SKILLED FATHERS COMPARED WITH BOYS' CAREER OBJECTIVES	30
17.	BOYS WITH SKILLED AS CAREER OBJECTIVES COMPARED WITH FATHERS' OCCUPATIONS	30
18.	BOYS AS YET UNDECIDED ABOUT A CAREER OBJECTIVE	32
19.	GIRLS' CAREER OBJECTIVES BY CLASSIFICATION COMPARED WITH MOTHERS' OCCUPATIONS	33
20.	PROFESSIONAL MOTHERS COMPARED WITH GIRLS' CAREER OBJECTIVES	34
21.	GIRLS WITH PROFESSIONAL CAREER OBJECTIVES COMPARED WITH MOTHERS' OCCUPATIONS	35
22.	TECHNICAL/MANAGERIAL MOTHERS COMPARED WITH GIRLS CAREER OBJECTIVES	36
23.	GIRLS WITH TECHNICAL/MANAGERIAL CAREER OBJECTIVES COMPARED WITH MOTHERS' OCCUPATIONS	36
24.	CLERICAL MOTHERS COMPARED WITH GIRLS' CAREER OBJECTIVES	37
25.	GIRLS WITH CLERICAL CAREER OBJECTIVES COMPARED WITH MOTHERS' OCCUPATIONS	38
26.	HOUSEWIFE MOTHERS COMPARED WITH GIRLS' CAREER OBJECTIVES	39
27.	GIRLS WITH HOUSEWIFE AS CAREER OBJECTIVE COMPARED WITH MOTHERS' OCCUPATION	39
28.	GIRLS AS YET UNDECIDED ABOUT A CAREER OBJECTIVE	40

TABLE		PAGE
29.	BOYS' CAREER OBJECTIVES BY CAREER CLUSTER COMPARED WITH FATHERS' OCCUPATIONS	43
30.	GIRLS' CAREER OBJECTIVES BY CAREER CLUSTER COMPARED WITH MOTHERS' OCCUPATIONS	44

CHAPTER I

INTRODUCTION

To many people, work is merely a means to an end--making a living. Yet this definition is far too limited. Whether for survival, for self-actualization, or for the benefit of others--people work. Education must hence prepare people for their total life-roles, including persons as: learners, producers, citizens, family members, consumers, and social-political beings.

Nevertheless, social scientists agree that among those activities most peculiar to humans, the work characteristic is the most definitive. It can hardly be denied, however, that though working for a living is a basic activity in the lives of most people, what that work is plays an important part in his total life style.

Writers and researchers who speak of the history of work continually express the concern that youth today are separated from the work of the nation and thus grow up unexposed to both the work ethic and the possible choices open to them.

Arnold Toynbee, the great historian, was asked what the major problems facing today's mechanized cities were. His response suggested that only farm children share in and understand the work in which their parents earn the family living; and that urban youth, cut off from

the factory and the office, find adult work unintelligible. While it is true that rural youngsters may be familiar with parental occupations when this work is focused on the farm, not all rural youth seek to follow in their parents' footsteps. For these young people, work life in the city can be just as foreign. Moreover, they may be unaware of various career paths open to them, either in their locale or elsewhere.

The current emphasis on career education is concerned with negotiating the processes of living. One's total life career includes fulfilling the roles stated earlier.

Statement of the Problem

The problem of this study was to determine the influence of current parental occupations upon the career objectives of youth in Wyoming secondary schools; including variables related to sex, and whether or not the mother works outside the home.

Additionally, the study sought to delineate career clusters in which scant parental occupations as well as students' career objectives were revealed, in order to provide occupational guidelines for career education counselors and curriculum planners.

Hypotheses

Using occupational classifications as sub-groups:

1. there is a significant relationship between boys' career objec-

tives and fathers' occupations.

2. there is a significant relationship between girls' career objectives and mothers' occupations.
3. there is a significant relationship between boys' and girls' career objectives.

Using career clusters as sub-groups:

4. there is a significant relationship between boys' career objectives and fathers' occupations.
5. there is a significant relationship between girls' career objectives and mothers' occupations.
6. there is a significant relationship between boys' and girls' career objectives.
7. there is a significant relationship between girls who have declared career objectives and mothers who work outside the home.

Need for the Study

With the current thrust toward career education, including attention given to the work ethic as well as to the need for more helpful vocational guidance counseling, it is important for educators to gain an understanding of the present situation in locales within their jurisdiction.

Congressman Pucinski (D-Ill., 1968) criticized vocational education by stating that:

> Vocational education has substituted sheer job-skill training for genuine career development.... There is a vast difference between these two orientations. The first is mere mastery of specific tasks--while career development provides a broad set of attitudes and skills for a highly industrialized technological society.

The above holds validity in that students need to be prepared for work as well as for life not only in the communities in which they reside, but also beyond this small circle of awareness.

The impression a person holds regarding any career or occupation is formulated not only from his personal and parental interests and aptitudes, but also from a collection of data gathered over a long period of time. Included in this miscellaneous mental and psychological file are many subconscious perceptions regarding work in general, life styles related to occupational choice, and the worker's role in relation to any particular job.

This study sought to determine the extent of influence parental occupations exert on its young in a state that is still dominated by the close ties to home and community; and to identify those clusters in which increased exploration might prove beneficial to Wyoming students in planning their total life styles.

Limitations

The study was limited by:

1. the overlapping of job titles into more than one career cluster.
2. variations in job titles for parental occupations as reported by students who might have had less than accurate knowledge of their parents' work.
3. the reluctance of some students to declare a career objective if they were not thoroughly committed.

Delimitations

The study was delimited to:

1. students enrolled in English classes in selected Wyoming secondary schools, and present on the day the questionnaire was administered.
2. students enrolled in schools that were willing to participate in the study.
3. students enrolled in those schools that were randomly selected within the size and geographical distribution designated.

Definition of Terms

Career - The totality of work a person performs during his lifetime. The (ideal) career is one that is of maximum meaningfulness to the worker as part of his total life style. For one person this may

be work that he most enjoys doing. For another, it may consist of meeting societal needs as he sees them. And for others, it may be one that brings the greatest possible economic return.

Career Cluster - A family of occupations, consisting of jobs listed in the Dictionary of Occupational Titles. As used in this study, the 15 clusters identified are: (1) agri-business, (2) business/office, (3) communications/media, (4) construction, (5) consumer/home economics related, (6) environment, (7) fine arts/humanities, (8) health occupations, (9) hospitality/recreation, (10) manufacturing, (11) marine science, (12) marketing/distribution, (13) personal service, (14) public service, and (15) transportation.

Career Education - The preparation of all students for a successful life of work by increasing their options for occupational choice and attainment of job skills. The goal of career education is to make work possible, meaningful, and satisfying to all individuals.

Career Education Curriculum - Crossing all subject lines from kindergarten through post-secondary (K-14)--emphasizes self-awareness learnings, occupational-awareness learnings; and, at the high school and post-secondary level, specialized job learnings.

Career Objective - A job title descriptive of entry level work through advanced positions, in various fields.

Classification - Job categories used in this study are identified as: (1) professional, (2) technical/managerial, (3) owners--including farmers and ranchers, (4) clerical, (5) sales, (6) skilled, (7) service, (8) domestic, (9) unskilled, (10) housewife, (11) disabled, and (12) deceased.

CHAPTER II

RELATED LITERATURE

Research conducted at Ohio State University focused on several aspects of the transition and adjustment problems of young workers. Campbell (1968) states:

> High unemployment rates document the fact that many youth (age 16-25) are experiencing considerable difficulty making the transition from school to work. Unemployment rates of youth represent a fairly reliable indicator of the extensiveness of the problem on which research is focused, namely the adjustment problems of young workers.

Studies initiated, according to Campbell, centered on urban youth problems as perceived by vocational educators, counselors, and youth on the job. Campbell suggests that as a result of the seven studies at Ohio State, "There is much to be done in helping students cope with transition from school to work."

Wolfbein (1969) assesses changes and how these have affected the present scene and are bound to affect the future. More emphasis is placed on the life style of careers as well as the entire work life of workers. His analysis focused on seven major areas, from who works, to the type of jobs that are performed; as well as efficiency, and pre-employment training involved.

In order to be employable, students must have an awareness of how they will be expected to perform in the world of work, and how they must adapt to the role of worker. Knowing requirements and life styles associated with various careers may have an impact on their future choices.

Work patterns are changing rapidly throughout the United States, especially for young women entering the job market (McMillan, 1974). Many young women are beginning to seek skilled and unskilled entry level work in fields that were formerly closed to them because of stereotyped sex roles. Additionally, a current national trend indicates that women are also beginning to look towards life-time career paths in occupations and professions that have also been generally dominated by men. Because of the increasing awareness that women will spend a larger proportion of their lives engaged in remunerative work roles, and because Civil Rights' laws are being enforced, more women than ever before are also beginning to establish life-time goals which require increased training and longer years of preparation. Once on the job, they are becoming more agressive about seeking and working toward advancement opportunities.

Girls still enrolled in secondary schools, however, may not as yet be cognizant of these occupational trends for female workers, nor of the increasing opportunities opening to them.

From her study of high school girls' plans for their future, for example, Lee (1971) states:

> Allowing the differences among girls from different size communities, from several types of high schools, and various social levels, high school girls are not well informed about the nature and extent of their future vocational participation. Their attitudes and plans reflect this lack of information.

City girls apparently know more about the world of work than small-town girls. Lee recommends that other studies be made in local school districts as well as in state-wide areas where social, economic, and occupational characteristics of communities are similar. She suggests that while her study did not provide any national norms, its purpose was to focus attention on the dysfunctional vocational knowledge and attitudes of girls in several American high schools, and that it is possible that similar conditions exist elsewhere.

David Riesman, Harvard sociologist, says he would like to see the day "....when babies would not be committed to a specific adult role simply because they happen to be 'born female'." He suggests that when--and if--that time comes, "....sex would be a personal characteristic of only slightly more consequence than the color of one's hair, eyes, or skin."

Bird (1970) claims to be frankly feminist, but cautions that "....keeping women down (chained to the stove or to the back-room

entry level job) is costly to both the economy and to the individual woman."

> We are destroying talent. The price of occupational success is made so high for women that barring exceptional luck only the unusually talented can afford to succeed. Girls size up the bargain early and turn it down in favor of following their mother (and grandmother) in filling the role of "housewife."

Many young women fail to realize, when opting for a career objective of housewife alone, that forty percent of married women work, and that the average woman today spends from twenty-five to forty years in the job market. By failing to establish a real career objective, they delegate themselves to low-ability level positions, low-income jobs, and those occupations which do nothing but demoralize their talents, intelligence, and abilities.

Jourard (1963) reiterates the importance of role adaptation based on effective self-appraisal and accurate job placement when he goes so far as to say that conformity to a role unsuitable to one's personality often produces illness, and that "if too many real needs are stifled in the pursuit and maintenance of normality (role conformity), then boredom, neurosis, or psychosis will be regular, predictable outcomes."

In explaining role adaptation to social systems, Popper (1950) states:

> Social systems require their members to take certain roles. Unless the roles are adequately fulfilled the

> social system will not produce the results for which they have been organized....Societies have socialization "factories and mills," including schools, which serve the function of training people to take on the (occupational) roles which they shall be obliged to fulfill throughout their life in that social system.

Cook (1968) concluded that "....there is a complex relationship between success, group cohesiveness, and individual attraction to the work group." Unless a student has become aware of occupational characteristics--including the associated life style accompanying that job choice, as well as the qualifications and skills required--he tends not to make such a choice. Thus, it is apparent that many students establish career objectives superficially, based on their actual knowledge, experience, and/or real exposure to that type of work.

Lungstrum (1973) concluded from her study of vocational high school students' career objectives in Wichita, Kansas, that the boys were more influenced by their fathers' occupations than the girls were by their mothers'. Additionally, she stated:

> A student's plans for continued education beyond high school and his choice of type of post-high school institution were related to his curriculum, grades, and the level of his father's occupation....Teachers were consistently seen by students as most influential on their occupational preferences and choices. This influence may possibly be more than is generally realized by even the teachers themselves. Counselors were consistently seen by students as least influential on their occupational preferences and choices.

In comparing boys' career objectives with girls' career objectives for the Wichita students, Lungstrum found that male students were more independent of friends' influence on and approval of their occupational preferences and choices than were female students. This verifies the need for increased career education for female students regarding life-time plans and goals in terms of occupational activities.

It can no longer be assumed, states Brower (1970), that "accurate work expectations and appropriate attitude building (toward the world of work) are natural by-products of training." Such evidence might imply that more emphasis should be placed on developing accurate perceptions through expanded career exploration programs.

CHAPTER III

PROCEDURES

The questionnaire used for the study was designed by the researcher, and administered in Wyoming high school English classes during the first two weeks of December, 1973. Principals were contacted and upon their agreeing to participate in the study were instructed to have the questionnaires distributed to sophomore, junior, and senior English classes. (Appendix A and B, pages 64 and 66).

Selecting the Population

A total of 1,462 students participated from 19 Wyoming high schools; with 505 sophomores, 480 juniors, and 475 seniors responding. The schools were randomly selected within the limitations of size and geographical distribution designated. Thus, 398 students attended schools with 1,000 or more students; 464 students came from schools of 500-999 students; 328 students were enrolled in schools of 200-499 students; 178 in schools with 100-199 students; and 94 students atterded schools with an enrollment of 99 or less. A total of 16 counties were represented in the study.

Coding of the Data

Questionnaires had been returned and sorted by January 31, 1974; and the month of February was spent in coding the data, which was

then key-punched on 1,462 cards. The coding process used is shown in Appendix C, pages 67 . For fathers' occupations, mothers' occupations, and students' career objectives, two coding areas were designated for each, including 10 classifications and 15 career clusters.

Statistical Analyses

The statistical procedures used in this study consisted of a determination of totals, percentages, means and associated standard deviations, and a cross-tabulation of each boy with his father and each girl with her mother in comparing students' career objectives with parental occupations.

The University of Wyoming Computer Center was utilized for key-punching the 1,462 cards and running the various analyses with the SPSS Package, (Nie, 1970).

CHAPTER IV

FINDINGS

This study was conducted to gather data relative to the career objectives of high school students in Wyoming and to compare these goals with current parental occupations. An effort was made to determine what relationships exist, if any, between the career aspirations of the boys with the occupations of their fathers; and between the career goals of the girls with the occupations of their mothers; and whether or not the working mother had more influence on girls declaring career objectives. Most- and least-selected career clusters were also identified.

Totals and percentages are given for the items listed on the questionnaire (Appendix B, page 66). A cross tabulation was made so that each boy's career objective could be matched with his father's occupation; and each girl's career goal with her mother's.

Comparisons were conducted in the classification area of occupations, such as professional, technical/managerial, owners, clerical, etc.; as well as in the 15 career cluster areas. These are reported in terms of boys/fathers and girls/mothers rather than in total student-parent statistics.

The findings of this chapter are presented in two groups: First, the factual data which defines respondents, with totals and percentages reported (Tables 1-8); and second, the comparisons of students' career objectives with parental occupations (Tables 9-30).

Factual Data Summaries

Five school population groups were selected from Wyoming, ranging from high schools with less than 100 students to those with over 1,000 students, for a total of 19 high schools representing 16 counties--every geographical area--in the state.

TABLE 1

DISTRIBUTION OF RESPONDENTS BY SCHOOL POPULATION SIZE

School Size by Pop.	Number	(Percent)
1,000+	398	27.2%
500 - 999	464	31.7%
200 - 499	328	22.4%
100 - 199	178	12.2%
-99	94	6.4%
TOTAL	1462	100.0%

While two freshmen were included in the study, this represented only .1 percent of the total population. The respondents were fairly well distributed between the remaining three grades, namely sophomores, juniors, and seniors (Table 2).

TABLE 2

GRADE DISTRIBUTION

Grade	Number	(Percent)
9.00	2	.1%
10.00	505	34.5%
11.00	480	32.8%
12.00	475	32.5%
TOTAL	1462	100.0%

One respondent was 14 years old, one was 20, and five students were age 19. For the most part, however, the age of respondents ranged from 15 through 18 years of age(Table 3, page 19).

TABLE 3

DISTRIBUTION OF RESPONDENTS BY AGE

Age	Number	(Percent)
14.00	1	.1%
15.00	340	23.3%
16.00	485	33.2%
17.00	486	33.2%
18.00	122	8.3%
19.00	5	.3%
20.00	1	.1%
TOTAL	1462	100.0%

Since the questionnaires were administered in English classes, it was felt that the result might produce a fairly balanced distribution by sex. It may be surprising, however, to note the very close distribution (Table 4).

TABLE 4

DISTRIBUTION OF RESPONDENTS BY SEX

Sex	Number	(Percent)
Male	722	49.4%
Female	740	50.6%
TOTAL	1462	100.0%

While no statistical comparison was made of the "After-Graduation Plans" of high school students, several questions relative to such plans were asked of the respondents. Table 5 lists the broad categories from which respondents could choose.

TABLE 5

RESPONDENTS' AFTER-GRADUATION PLANS

Description	Number	(Percent)
Undecided	88	6.0%
Work	395	27.0%
College	942	64.4%
Military	37	2.5%
TOTAL	1462	100.0%

Because so many students who plan to go directly to work following high school graduation (as opposed to pursuing post-secondary training) were undecided about what type of job they would seek, or in what career cluster area, there are no separate statistical comparisons of career objectives of these students with parental occupations. However, the totals and percentage breakdowns for both classifications and career cluster areas are shown in Tables 6 and 7.

TABLE 6

JOB CLASSIFICATION RESPONDENTS PLAN TO SEEK UPON HIGH SCHOOL GRADUATION*

Description	Number	(Percent)
Not reported or undecided	1300	88.9%
Professional	2	.1%
Technical/ Managerial	6	.4%
Owner (farm, ranch)	22	1.5%
Clerical	35	2.4%
Sales	4	.3%
Skilled	37	2.5%
Service	4	.3%
Unskilled	51	3.5%
TOTAL	1462	100.0%

*See Table 5, page 20. Because 94.0 percent of the students reported post-secondary training after high school graduation, few respondents designated work plans. Of the 27.0 percent who plan to work, therefore, 88.9 percent have no idea in what classification and 88.5 percent no idea in what cluster (Table 7) they will seek work.

TABLE 7

CAREER CLUSTERS RESPONDENTS WILL SEEK UPON HIGH SCHOOL GRADUATION

Description	Number	(Percent)
Undecided or unreported	1294	88.5%
Agri-business/ Natural resources	50	3.4%
Business and Office	33	2.3%
Communication and Media	3	.2%
Construction	27	1.8%
Consumer/Home Economics related	1	.1%
Environment	1	.1%
Fine Arts/Humanities	3	.2%
Health occupation	5	.3%
Hospitality/Recreation	11	.8%
Manufacturing	1	.1%
Marine science	1	.1%
Marketing and Distribution	15	1.0%
Personal service	3	.2%
Public Service	12	.8%
Transportation	2	.1%
TOTAL	1462	100.0%

It is sometimes assumed, and perhaps wrongly so, that because students live in Wyoming, they will look first to Wyoming state-supported post-secondary institutions. This is not necessarily so, as reported in Table 8. Not only are 77.1 percent of those planning to continue their education undecided about which institution they will select, but 10.2 percent have already chosen out-of-state schools. The following data is included for teachers and counselors who are in a position to help students with the decision-making process in terms of after-high school educational plans.

TABLE 8

RESPONDENTS' COLLEGE PLANS AFTER HIGH SCHOOL GRADUATION

Description	Number	(Percent)
Undeclared	1127	77.1%
Univ. of Wyoming	85	5.8%
Community College in Wyoming	90	6.2%
Technical training, Wyoming	10	.7%
Out of State University	119	8.1%
Out of state community college	2	.1%
Out of state Technical	29	2.0%
TOTAL	1462	100.0%

Comparisons of Students' Career Objectives With Parental Occupations

Boys Compared with Fathers

Farmers and ranchers were included within the classification "Owners," and thus perhaps for a rural state it is not too surprising that more fathers (22.2%) were reported for this occupation than for any other (Table 9, page 24). Of the 10.0 percent of boys whose career objective is in the owner classification, however, 60.3 percent of their own fathers are so employed, as shown in Tables 14 and 15, pages 28 and 29.

TABLE 9

BOYS' CAREER OBJECTIVES BY CLASSIFICATION COMPARED WITH FATHERS' OCCUPATIONS

Description	Fathers No.	Fathers %	Boys No.	Boys %
Professional	85	11.8%	167	23.1%
Technical/Managerial	137	19.0%	99	13.1%
Owner (including farmer, rancher)	160	22.2%	73	10.1%
Clerical	8	1.1%	1	.1%
Sales	28	3.9%	4	.6%
Skilled	135	18.7%	119	16.5%
Service	21	2.9%	35	4.8%
Unskilled	30	4.2%	12	1.8%
Domestic	-	-	-	-
Housewife	-	-	-	-
Disabled	3	.4%	12	1.8%
Deceased	13	1.8%	-	-
Unreported or undeclared	102	16.0%	212	29.9%
TOTAL	722	100.0%	722	100.0%

A cross tabulation was conducted in both directions between boys and their fathers. That is, the professional fathers were compared with the career objectives of each of their own sons; and the boys with professional career objectives were matched with the occupations of each of their own fathers. With this dual cross tabulation, it is apparent that while the sons of professionally employed fathers select this objective most often, the total boys with professional objectives have more fathers employed in technical/managerial and owner classifications (Tables 10 and 11, pages 25 and 26).

TABLE 10

PROFESSIONAL FATHERS COMPARED WITH WITH BOYS' CAREER OBJECTIVES

Boys' Objective	Percent
Professional	34.1%
Technical/Managerial	17.6%
Skilled	8.2%
Service	5.9%
Owner	2.4%
Unskilled	1.2%
Sales	-

TABLE 11

BOYS WITH PROFESSIONAL CAREER OBJECTIVES
COMPARED WITH FATHERS' OCCUPATION

Fathers Occupation	Percent
Technical/Managerial	24.0%
Owner	18.6%
Professional	17.4%
Skilled	13.2%
Sales	4.2%
Unskilled	3.6%
Service	1.8%

For the Technical/Managerial classification, the opposite results occurred. For example, those boys with career objectives in this area have the most fathers thus employed; while for the fathers who are so occupied, their sons select this classification second after "Professional" (Tables 12 and 13, page 27).

TABLE 12

TECHNICAL/MANAGERIAL FATHERS COMPARED WITH BOYS' CAREER OBJECTIVES

Boys' Objectives	Percent
Professional	29.2%
Technical/Managerial	16.8%
Skilled	14.6%
Service	4.4%
Owner	4.4%
Unskilled	1.5%
Sales	.7%

TABLE 13

BOYS WITH TECHNICAL/MANAGERIAL CAREER OBJECTIVES COMPARED WITH FATHERS' OCCUPATIONS

Father's Occupation	Percent
Technical/Managerial	23.2%
Owner	16.2%
Skilled	16.2%
Professional	15.2%
Service	4.0%
Unskilled	3.0%
Sales	3.0%
Clerical	3.0%

A high correlation occurs for the Owner classification, with 27.5 percent of the sons (of fathers so employed) selecting this as their career objective; and 60.3 percent of the fathers so employed when taking the total of all boys who wish to be owners (Tables 14 and 15, pages 28 and 29).

TABLE 14

OWNER FATHERS COMPARED WITH
BOYS' CAREER OBJECTIVES

Boys' Objective	Percent
Owners	27.5%
Professional	19.4%
Technical/Managerial	10.0%
Skilled	10.0%
Service	3.7%
Unskilled	1.2%
Sales	.6%

TABLE 15

BOYS WITH OWNER CAREER OBJECTIVES
COMPARED WITH FATHERS' OCCUPATIONS

Father's Occupation	Percent
Owners	60.3%
Skilled	15.1%
Technical/Managerial	8.2%
Professional	2.7%
Service	2.7%
Sales	1.4%

While the percentages for "Skilled" occupations are not as significant as for the "Owner" classification, in both cross-tabulations the skilled occupations rank highest, with 28.1 percent of the boys selecting to follow in their father's footsteps, and 31.9 percent of the fathers (of the total boys selecting this area) so employed (Tables 16 and 17, page 30).

TABLE 16

SKILLED FATHERS COMPARED WITH
BOYS' CAREER OBJECTIVES

Boys' Objectives	Percent
Skilled	28.1%
Professional	16.3%
Technical/Managerial	11.9%
Owners	8.1%
Service	4.4%
Unskilled	1.5%
Sales	.7%

TABLE 17

BOYS WITH SKILLED AS CAREER OBJECTIVES
COMPARED WITH FATHERS' OCCUPATIONS

Father's Occupation	Percent
Skilled	31.9%
Technical/Managerial	16.8%
Owners	13.4%
Professional	5.9%
Service	3.4%
Unskilled	3.4%
Sales	2.5%
Clerical	1.7%

For "Service," and "Unskilled," and "Sales," classifications, there was little or no relationship evidenced in the cross-tabulations. "Service" showed a low percentage of boys selecting this area whether or not their fathers were thus employed. For those boys listing "Unskilled" as an objective, their fathers' occupations were equally distributed among unskilled, skilled, owner, and technical/managerial; and professionally employed fathers were the last of this group.

For those fathers employed in the "Sales" classification, only one son chose sales also, with the remainder either undecided or fairly equally distributed over the classifications previously reported.

In each of the top two categories reported--owners and skilled--of those boys who have selected such occupations, their own fathers are employed in the same classification, indicating that the occupation of the father has influenced a similar life's goal in his son. In no other classification does this close a correlation occur.

For instance, for those boys who have a professional occupation as their career objective, 17.4 percent of their fathers are professional, with more of their <u>own</u> fathers employed in technical/managerial (24.0%) and owner (18.6%) occupations than as professionals.

Of those boys who are as yet undecided about their career objectives, 43.3 percent of their fathers are employed in "Unskilled" occupations, 39.3 percent in "Sales;" and the lowest percentage as "Owners," with 27.5 percent reported (Table 18).

TABLE 18

BOYS AS YET UNDECIDED ABOUT
A CAREER OBJECTIVE

Father's Occupation	Percent
Unskilled	43.3%
Sales	39.3%
Professional	30.6%
Skilled	28.9%
Service	28.6%
Technical/Managerial	28.5%
Owner	27.5%

Girls Compared with Mothers

A large proportion of Wyoming mothers are in the home full-time as housewives (45.5%), rather than occupied in a remunerative position (Table 19). Yet, only 3.6 percent of the girls report "Housewife" as their primary occupational objective.

A closer relationship of career objectives occurs between the girls and the boys than between either the girls and their mothers or the girls and their fathers for the "Professional" classification. Such goals occur as career objectives for both girls and boys to a larger percentage than for their parents (24.6% girls; 23.1% boys).

TABLE 19

GRILS' CAREER OBJECTIVES BY CLASSIFICATION
COMPARED WITH MOTHERS' OCCUPATIONS

Description	Mothers No.	Mothers %	Girls No.	Girls %
Professional	57	7.7%	182	24.6%
Technical/Managerial	50	6.8%	124	16.8%
Owner	19	2.6%	7	.9%
Clerical	134	18.1%	94	12.7%
Sales	7	.9%	2	.3%
Skilled	4	.5%	17	2.3%
Service	7	.9%	57	7.7%
Unskilled	59	8.0%	6	.8%
Domestic	-	-	-	-
Housewife	336	45.5%	27	3.6%
Disabled	-	-	-	-
Deceased	4	.5%	-	-
Unreported (or) Undeclared	63	8.5%	224	30.3%
TOTAL	740	100.0%	740	100.0%

In order to test the validity of mothers' occupational influence on the girls' career objectives, a cross-tabulation was conducted between girls and mothers in both directions. That is, taking all those mothers

who are employed, a comparison was made regarding their own daughter's goals.

This analysis showed that--with the exception of two classifications, namely "Mothers in Sales," and "Mothers in Skilled" occupations--the girls' highest ranked objective was "Professional" no matter how their mothers were employed.

TABLE 20

PROFESSIONAL MOTHERS COMPARED WITH GIRLS' CAREER OBJECTIVES

Girls Objectives	Percent
Professional	26.3%
Technical/Managerial	15.8%
Clerical	7.0%
Service	5.3%
Skilled	3.5%
Unskilled	-
Housewife	-
Sales	-

TABLE 21

GIRLS WITH PROFESSIONAL CAREER OBJECTIVES
COMPARED WITH MOTHERS' OCCUPATIONS

Mother's Occupation	Percent
Housewife	43.4%
Clerical	20.9%
Professional	8.2%
Technical/Managerial	8.2%
Unskilled	6.6%
Owner	1.6%
Service	1.1%
Skilled	.5%
Sales	-

TABLE 22

TECHNICAL/MANAGERIAL MOTHERS COMPARED WITH GIRLS CAREER OBJECTIVES

Girls' Objectives	Percent
Professional	30.0%
Technical/Managerial	24.0%
Service	10.0%
Clerical	8.0%
Housewife	4.0%
Skilled	2.0%
Owner	-
Sales	-
Unskilled	-

TABLE 23

GIRLS WITH TECHNICAL/MANAGERIAL CAREER OBJECTIVES COMPARED WITH MOTHERS' OCCUPATIONS

Mothers' Occupation	Percent
Housewife	45.2%
Clerical	15.3%
Technical/Managerial	9.7%
Unskilled	8.9%
Professional	7.3%
Sales	.8%
Service	.8%
Unskilled	.8%
Owner	-

In every comparison table citing the career objectives of the girls, the first two classifications for the mothers were: first, "Housewife," and second, "Clerical." In every comparison table citing the occupation of the mother, the first career objective of the girls was professional. For the "Technical/Managerial" mothers, however, this objective ranked second for the girls; and for the "Clerical" mothers, this objective ranked second for the girls.

TABLE 24

CLERICAL MOTHERS COMPARED WITH GIRLS' CAREER OBJECTIVES

Girls' Objectives	Percent
Professional	20.9%
Clerical	15.7%
Technical/Managerial	14.2%
Service	8.2%
Housewife	3.0%
Owner	2.2%
Skilled	1.5%
Sales	-
Unskilled	-

TABLE 25

GIRLS WITH CLERICAL CAREER OBJECTIVES
COMPARED WITH MOTHERS' OCCUPATIONS

Mother's Occupation	Percent
Housewife	44.7%
Clerical	22.3%
Unskilled	5.3%
Professional	4.3%
Technical/Managerial	4.3%
Owner	3.2%
Sales	2.1%
Service	1.1%
Unskilled	1.1%

TABLE 26

HOUSEWIFE MOTHERS COMPARED WITH
GIRLS' CAREER OBJECTIVES

Girls' Objectives	Percent
Professional	23.5%
Technical/Managerial	16.7%
Clerical	12.5%
Service	7.7%
Housewife	3.9%
Skilled	2.7%
Unskilled	.9%
Owner	.9%
Sales	-

TABLE 27

GIRLS WITH HOUSEWIFE AS CAREER OBJECTIVE
COMPARED WITH MOTHERS' OCCUPATION

Mothers' Occupation	Percent
Housewife	48.1%
Clerical	14.8%
Unskilled	11.1%
Technical/Managerial	7.4%
Sales	3.7%
Skilled	3.7%
Service	-
Owner	-

There was little, or no, relationship between girls' career objectives and mothers' occupations in the classifications identified as "Service," "Skilled" or "Unskilled" occupations.

There appeared to be little or no relationship between whether or not the mother worked outside the home in terms of girls having decided or declared a career objective. Professionally employed mothers had more undecided daughters (40.4%) than any other classification, with daughters of housewives appearing mid-way in the list with 31.3 percent of girls undecided. For those mothers employed in "Technical/Managerial" occupations, a smaller percentage of their daughters were undecided (22.0%), as shown in Table 28.

TABLE 28

GIRLS AS YET UNDECIDED ABOUT A CAREER OBJECTIVE

Mothers' Occupations	Percent
Professional	40.4%
Owners	36.8%
Unskilled	35.6%
Housewife	31.3%
Service	28.6%
Clerical	26.9%
Technical/Managerial	22.0%
Sales	-

Occupations Described as Career Clusters

While this type of organization of parental occupations and students' career objectives is less accurate, because of overlapping job descriptions, there are nonetheless some findings which emerge. Examples of overlapping job descriptions include occupations which might be related to business/office duties, yet occur in any of the other 14 clusters; public service jobs which could relate to various clusters; and transportation jobs related to several clusters. Other instances of overlapping may occur to the reader.

Boys/Fathers. The top three ranked occupations of fathers coincides with the top three career objectives of boys, though not in the same order, namely: (1) agri-business--24.5 percent, fathers, 18.7 percent, boys; (2) public service--18.4 percent fathers, 12.7 percent boys; and (3) construction--13.7 percent fathers, 14.0 percent boys.

The lowest ranked clusters for fathers were: (1) marine science--none, (2) consumer/home economics related--.1 percent, (3) fine arts/humanities-- .6 percent, (4) environment--.7 percent, and (5) manufacturing--1.4 percent.

For those boys, however, fine arts ranked midway in their list of choices, with the remaining four low-ranked clusters significantly related to their fathers' occupations (Table 29, page 43).

Girls/Mothers. In comparing girls with their mothers there is less similarity in the top three ranked career cluster areas of occupations. Again, because of the many mothers who are housewives, the "Consumer/Home Economics Related" cluster emerges first, with 46.1 percent of the women so occupied. Girls select this cluster (which includes remunerative positions) as the fourth-highest cluster with 6.9 percent reported. "Business and Office" is the second-highest cluster for both mothers and girls, with 14.9 percent and 15.7 percent reported respectively. "Health Occupations" is third for the girls, with 13.0 percent reported, and is the sixth highest for mothers with 5.4 percent (Table 30).

TABLE 29

BOYS' CAREER OBJECTIVES BY CAREER CLUSTER
COMPARED WITH FATHERS' OCCUPATIONS

Code	CAREER CLUSTER Description	Father's Occupational Area No.	%	Son's Career Objective Interest No.	%
OD	Unreported/Undeclared	82	11.4%	191	26.5%
1	Agri-business	177	24.5%	135	18.7%
2	Business and Office	22	3.0%	25	3.5%
3	Communications and Media	19	2.6%	15	2.1%
4	Construction	99	13.7%	101	14.0%
5	Consumer/Home Economics Related	1	.1%	-	-
6	Environment	5	.7%	3	.4%
7	Fine Arts/Humanities	4	.6%	24	3.3%
8	Health Occupations	15	2.1%	32	4.4%
9	Hospitality/Recreation	12	1.7%	27	3.7%
10	Manufacturing	10	1.4%	2	.3%
11	Marine Science	-	-	5	.7%
12	Marketing and Distribution	83	11.5%	15	2.1%
13	Personal Service	14	1.9%	23	3.2%
14	Public Service	133	18.4%	92	12.7%
15	Transportation	46	6.4%	32	4.4%

TABLE 30

GIRLS' CAREER OBJECTIVES BY CAREER CLUSTER
COMPARED WITH MOTHERS' OCCUPATIONS

Code	Description	Mother's Occupational Area		Daughter's Objective Interest	
		No.	%	No.	%
OD	Unreported/Undeclared	53	7.2%	202	27.3%
1	Agri-business	2	.3%	44	5.9%
2	Business and Office	110	14.9%	116	15.7%
3	Communications and Media	7	.9%	11	1.5%
4	Construction	3	.4%	2	.3%
5	Consumer/Home Economics Related	341	46.1%	51	6.9%
6	Environment	-	-	2	.3%
7	Fine Arts/Humanities	4	.5%	40	5.4%
8	Health Occupations	40	4.5%	96	13.0%
9	Hospitality/Recreation	46	6.2%	15	2.0%
10	Manufacturing	-	-	-	-
11	Marine Science	-	-	2	.3%
12	Marketing and Distribution	48	6.5%	5	.7%
13	Personal Service	10	1.4%	39	5.3%
14	Public Service	75	10.1%	93	12.6%
15	Transportation	1	.1%	22	3.0%

For both boys and girls, the "Marketing/Distribution" cluster ranked relatively low in their career objectives. And in both cases, fathers and mothers ranked this cluster high--third for mothers, and fourth for fathers.

With both boys and girls, the "Fine Arts/Humanities" cluster is ranked higher than their fathers and mothers: eighth for boys compared to 13th for fathers; sixth for girls compared to eighth for mothers.

The "Hospitality/Recreation" cluster is ranked closer between fathers and girls; and mothers and boys. Mothers so employed, fourth; and boys, sixth; fathers, tenth, and girls, ninth.

"Transportation" ranks high with both boys (fourth) and fathers (fifth); but low with girls (eighth), and mothers (eleventh).

Summary of Findings

Six of the hypotheses were accepted, but because of the classification and career cluster sub-groupings, some hypotheses were significant to a lesser degree than others. One hypothesis was totally rejected.

1. The hypothesis that stated there is a significant relationship between boys' career objectives and fathers' occupations was accepted for the following four classifications: skilled, owners, technical/managerial, and professional. Those classifications in which the

relationship was not significant were: unskilled, service, and sales occupations.

2. The hypothesis that stated there is a significant relationship between girls' career objectives and mothers' occupations was accepted in three classifications, namely: professional, technical/managerial, and clerical. Those classifications in which there was little, or no, relationship included: service, skilled, sales, and housewife.

3. The hypothesis that stated there is a significant relationship between boys' and girls' career objectives was accepted in five classifications, with a high percentage of correlation in undecided, professional, and technical/managerial; and both groups selecting a low percentage for service, sales, and unskilled. There was little, if any, relationship between the classifications identified as: owner, clerical, housewife, and skilled occupations.

4. The hypothesis that stated there is a significant relationship between boys' career objectives and fathers' occupations in the career cluster areas was accepted as follows, five clusters: agri-business, construction,

public service, transportation, and marketing/distribution. While a low percentage of boys selected the latter, a high ratio of their fathers were so employed. Those clusters in which there was little, or no, relationship included: fine arts/humanities, hospitality/recreation, personal service, marine science, and environment. While the percentage of career objectives was low in these areas, few corresponding fathers were similarly employed.

5. The hypothesis that stated there is a significant relationship between girls' career objectives and mothers' occupations in the career cluster areas was accepted in the following four clusters: public service, business/office, health, and consumer/home economics related. Those clusters in which there was little, or no, relationship included: agri-business, transportation, communications/media, fine arts, and personal service.

6. The hypothesis that stated there is a significant relationship between boys' and girls' career objectives in the career clusters was accepted in six clusters, as follows: public service (high percentage chosen); and a low percentage for marketing/distribution, communication/

media, marine science, environment, and manufacturing. The clusters that were rejected because of no significant relationship included: business/office, consumer/home economics related, construction, agri-business, health, hospitality/recreation, fine arts, transportation, and personal service.

7. The hypothesis that stated there is a significant relationship between girls who have declared career objectives and mothers who work outside the home was rejected.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was conducted to determine the relationships between the career objectives of Wyoming high school students and the current occupations of their parents. Comparisons were made in both classifications and career clusters between fathers and boys; mothers and girls; and boys and girls. A comparison was also made between working mothers (outside the home) and girls who had declared a career objective. Most- and least-stated career clusters were delineated.

The classifications identified for the study were: (1) professional, (2) technical/managerial, (3) owners--including farmers and ranchers, (4) clerical, (5) sales, (6) skilled, (7) service, (8) domestic, (9) unskilled, and (10) housewife.

The 15 career clusters used were: (1) agri-business, (2) business/office, (3) communications/media, (4) construction, (5) consumer/home economics related, (6) environment, (7) fine arts/humanities, (8) health occupations, (9) hospitality/recreation, (10) manufacturing, (11) marine science, (12) marketing/distribution, (13) personal service, (14) public service, and (15) transportation.

Collection of the Data

The questionnaire was designed by the researcher, and administered in Wyoming high school English classes. Principals were contacted, and upon their agreeing to participate in the study were instructed to have the questionnaires distributed to sophomore, junior, and senior English classes.

A total of 1,462 students participated from 19 Wyoming high schools in 16 counties. Respondents were distributed as follows: freshmen, .1 percent; sophomores, 34.5 percent; juniors, 32.8 percent, and seniors, 32.5 percent.

The schools were randomly selected within a size (as well as geographic) distribution, resulting in 27.2 percent of students enrolled in schools with more than 1,000 students; 31.7 percent enrolled in schools with 500-999 students; 22.4 percent from schools of 200-499 students; 12.2 percent from schools with 100-199 students; and 6.4 percent in schools with less than 99 students.

Statistical Analyses

The statistical procedures used in this study consisted of a determination of totals, percentages, means and associated standard deviations; as well as a cross-tabulation that paired each boy with his father and each girl with her mother. Boys and girls were also compared.

The cross-tabulation between girls and mothers was also analyzed in the opposite direction to test the validity of influence between mothers' occupations and girls' career objectives. This was conducted because of the high percentage (45.5%) of mothers not working outside of the home. Thus, a total of 3,664 cross tabulations were made; with 1,444 related to the boys and their fathers and 2,220 related to the girls and their mothers.

The means and associated standard deviations were not reported, because the inclusion of "unreported" occupations for parents and"undecided or undeclared" career objectives for students revealed an imbalance in the reported scores.

Findings--Factual Data

A fairly even distribution by sex was represented, with 49.4 percent of boys and 50.6 percent of girls responding to the questionnaire.

While a large proportion of both boys and girls were undecided about their career objectives when identified as classification or career cluster, most had at least decided whether they want to pursue advanced education or go directly to work following high school graduation. Only 6.0 percent were undecided, with 64.4 percent desiring post-secondary training.

Of the 27.0 percent who hope to find work after high school, an exceptionally large number (88.9%) have no idea what type of job they will seek (in either classification or career cluster.)

Additionally, of those who wish to continue their schooling, 77.1 percent have not decided what type of institution they will select (such as vocational-technical, community college, or university).

Findings--Students' Career Objectives Compared with Parents' Occupations

The cross-tabulation paired each boy's career objective with his own father's occupation, and each girl's career goal with her mother's. For both boys and girls, the professional classification ranked highest (with the exception of "Undecided or Undeclared"). In both cases, the professional parent was in the third occupational classification. For example, for the boys who desire professional careers, 17.4 percent of their own fathers are professional, compared with 24.0 percent employed in technical/managerial occupations (ranked first for professional-seeking boys); and 18.6 percent of owner-fathers (ranked second).

Increasing opportunities exist in business and industry for young women in supervisory and mid-management positions. The girls in this study have indicated some awareness (and/or interest)in this classification, as reported by the "Technical/Managerial" category,

with 16.8 percent of the girls interested, compared to 13.1 percent of the boys; and 6.8 percent of the mothers so employed.

A large number of high school students are as yet undecided about their career objectives, both in classification and career cluster areas. An even larger proportion of those who do not plan to continue their education in post-secondary institutions are undecided about what type of work they will seek upon leaving high school.

With the mothers of girls desiring professional careers, 43.4 percent are housewives, and 20.9 percent employed in clerical positions.

Boys with career objectives in three areas--namely owners, the skilled occupations, and technical/managerial--have the largest percentage of fathers employed in the same classification.

With the girls, however, there is no remunerative classification in which the career objectives and the current parental occupation are both ranked first. Housewife is the one exception, with a very small percentage of girls so reporting (3.6%).

There were few fathers employed and few boys with career objectives in many career cluster areas. These include: (1) environment, (2) fine arts/humanities, (3) health occupations, (4) hospitality/recreation, (5) manufacturing (6) marine science, (7) personal service, and (8) communications/media.

The clusters in which few mothers are employed and few girls have career objectives include: (1) communications/media, (2) construction, (3) environment, (4) fine arts/humanities, (5) hospitality/recreation, (6) manufacturing, (7) marine science, and (8) transportation.

The cluster in which few boys and girls are interested, yet in which both fathers and mothers are employed is that of "Marketing/Distribution."

Conclusions

The following conclusions resulted from this study pertaining to Wyoming high school students and their parents' occupations:

1. There is more identification in the boys' career objectives with their fathers' occupations (both classification and career clusters) than between the girls' and their mothers'.
2. Although few girls state that "Housewife" is their major (and only) objective, many are inclined to establish career goals that have been considered "traditional female pursuits." These include clerical jobs, as well as professional positions in such areas as teaching (public service), clerical (business/office), and nursing (health occupations).

3. More boys plan to follow their fathers' occupations in the clusters of agri-business, construction, and public service, than in any of the other 12 fields identified.

4. Both boys and girls hope to seek professional careers more than any other classification listed; and more than their respective parents are similarly occupied.

5. Despite varying parental occupations, boys and girls are alike in that many have not as yet decided or declared a career objective in any direction (classification or career cluster.)

6. There is no significant relationship between girls who have declared a career objective and mothers who work outside the home. Nor does the mother's occupation seem to have any influence. The largest percentage of undecided girls had professional mothers, and the smallest percentage of undecided girls had technical/managerial mothers, with housewife-mothers midway in the ranked list.

7. There is least inclination to follow the parents' occupations when fathers or mothers are employed in unskilled, sales, or service classification.

8. While marketing/distribution (career cluster) ranks high for both fathers' and mothers' occupations, there is little inclination to select similar career objectives among both boys and girls--even for those whose own parent is thus employed.

9. Although business/office ranks high for both mothers and girls, many of the overlapping clusters in which such activities could be conducted rank low for all groups--fathers, mothers, boys and girls--indicating that since few parents are thus occupied, few students have also considered these fields. These low-ranking clusters include: (1) marine science, (2) environment, and (3) manufacturing.

10. Four other clusters are ranked midway to low, indicating that few parents are thus occupied and few students have considered these areas. They include: (1) communications/media, (2) fine arts/humanities, (3) hospitality/recreations, and (4) personal service.

11. While the clusters identified as health, and consumer/home economics are ranked fairly high for mothers and girls, there is an inverse relationship, with more girls seeking health occupations than their mothers

who are similarly employed, and considerably more mothers occupied as housewives (45.5%) than girls (3.6%) who cite this classification as their primary objective.

12. Transportation ranks fairly high for boys and fathers; low for mothers, and midway for girls (airline flight attendants overlapped as a job description between personal service and transportation).

13. A large percentage of students (88.9%) who do not plan to continue their education beyond high school have no idea what type of job they will seek upon high school graduation (either classification or career cluster).

Recommendations

Based on the findings and conclusions of this study, the following recommendations are made:

1. Teachers, counselors, and career education planners should incorporate career oriented activities in the total curriculum which would provide information about all 15 career clusters.

2. Students should be encouraged to explore not only the fields in which their parents are employed, but in all

the opportunities available, whether or not a high percentage of jobs exist within their locale and state.

3. Total life style information should be provided students related to the various job classifications, including training and qualifications necessary to obtain such positions.

4. Information about entry level positions in various classifications and career clusters should be provided for those students who do not wish to obtain advanced training so that their career objectives could be made more realistically.

5. Entry level skills that could be applicable in various clusters should be provided all students at the secondary level whether or not they plan to seek post-secondary training.

6. Students should be encouraged to evaluate their parents' occupations relative to their own needs and desires; and to explore various other careers.

7. Girls should be provided increased information regarding careers, life-style patterns, and emerging trends among female workers.

8. Students should be encouraged to establish at least generalized career objectives--keeping in mind that though these may change from time to time (either drastically or by degree)--the determination of one's vocational direction not only provides relevance to the learning process, but makes the achievement of such goals more likely.

Recommendations for Further Study

The intent of this study was not to provide relationships between parental occupations and students' career objectives that would have national implications. Rather, its purpose was to focus attention on these relationships in a predominantly rural state, where the ties between the student and home are still close; and where the community is often the only occupational scene with which the student is familiar. It is suggested, however, that similar relationships and differences between parents, students, and the regional community may exist elsewhere, especially in the career clusters.

Nevertheless, the results of this study suggest problems that warrant investigation based on carefully controlled research.

It is recommended, therefore, that:

1. A similar study be conducted to gather additional data related to other influences on students' career

objectives. Such data could include the influence of teachers, counselors, career education program information, and peers.

2. A similar study be conducted to compare secondary students' career objectives with post-secondary students' stated goals.

3. Curriculum materials related to the 15 clusters be included in career exploration courses (and/or activity sessions); and a study made to compare the influence of such materials and programs on the career objectives of students.

4. A follow-up study be conducted two years hence with the students who are now sophomores to compare their career objectives as seniors with their current objectives; and to relate these to the parental occupations.

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APPENDIX A

DEPARTMENT OF VOCATIONAL EDUCATION
BUSINESS EDUCATION
DISTRIBUTIVE EDUCATION
HOME ECONOMICS EDUCATION

INDUSTRIAL ARTS EDUCATION
OFFICE ADMINISTRATION
TRADE AND INDUSTRIAL EDUCATION
VOCATIONAL AGRICULTURE EDUCATION

THE UNIVERSITY OF WYOMING
COLLEGE OF EDUCATION
UNIVERSITY STATION, BOX 3374
LARAMIE, WYOMING 82071

November 20, 1973

Mr. Glen Gregson, Principal
Newcastle High School
Newcastle, Wyoming 82701

Dear Mr. Gregson:

Your students have been selected to participate in a brief "Career Objectives" survey. We enlist your support for the project and ask that you involve your English teachers (sophomore, junior and senior level) in administering the enclosed questionnaire sometime during the next week. It should only take a few minutes.

While much has been written on the history of work, from Biblical times through the development of western civilization, little research is available on the influence that the home and parental occupations still exert on youth.

This study will endeavor to determine the extent of this influence in a state that is still dominated by the close ties between home, community, and the career objectives of its young people.

We would appreciate your passing out the questionnaires to your English teachers, so that we can get a response from the students enrolled in your high school. Please divide the questionnaires so that an equal grade distribution is maintained.*

If you would like a copy of the final report, please so indicate by returning this letter with a brief note and your signature on the bottom. The results should be available sometime in the early spring.

Your cooperation and that of your English teachers and students in responding promptly and honestly to the questionnaire is most sincerely appreciated.

Cordially yours,

Olive Church

Olive Church, Ph.D.
Research Investigator
Career Objectives Survey

kp
Enclosures: 120 questionnaires; 40 seniors, 40 juniors, 40 sophomores

APPENDIX B

CAREER OBJECTIVES QUESTIONNAIRE

NAME _____ SCHOOL _____

ADDRESS _____ GRADE _____ AGE _____

_____ SEX: (F) _____ (M)

OCCUPATION (FATHER) _____

OCCUPATION (MOTHER) _____

CAREER OBJECTIVE _____

AFTER HIGH SCHOOL GRADUATION I PLAN TO:

LOOK FOR WORK _____ GO TO COLLEGE _____

TYPE OF JOB(S) _____ COLLEGE (OR POST-SECONDARY SCHOOL) _____

_____ _____

_____

APPENDIX C

CAREER SURVEY CODING SYSTEM

		Column
1)	Town Size	1
2)	School	2-3
3)	Grade	4-5
4)	Age	6-7
5)	Sex	8
6)	Father's Occupation - Classification	9-10
7)	Father's Occupation - Career Cluster	11-12
8)	Mother's Occupation - Classification	13-14
9)	Mother's Occupation - Career Cluster	15-16
10)	Career Objective - Classification	17-18
11)	Career Objective - Career Cluster	19-20
12)	Plans after Graduation	21
13)	Type of Job - Classification	22-23
14)	Type of Job - Career Cluster	24-25
15)	College	26-27

1) Town Size:
- 1 = 1,000+
- 2 = 500-1,000
- 3 = 200-500
- 4 = 100-200
- 5 = -100

2) School:
- 01 = Sheridan
- 02 = Casper Natrona
- 03 = Casper Kelly Walsh
- 04 = Laramie
- 05 = Cody
- 06 = Riverton
- 07 = Kemmerer
- 08 = Newcastle
- 09 = Jackson-Wilson
- 10 = Wheatland
- 11 = Pine Bluffs
- 12 = Basin

2)	School: (cont. 'd)	13 = Dubois 14 = Lingle 15 = Big Piney 16 = Snake River Valley 17 = LaGrange 18 = Kaycee 19 = Farson-Eden
3)	Grade:	09, 10, 11, or 12
4)	Age:	13, 14, 15, 16, 17, or 18
5)	Sex:	1 = Male; 2 = Female
6)	Father's Occupation Classification	00 = blank 01 = professional 02 = technical, managerial 03 = owners (including ranchers & farmers) 04 = clerical 05 = sales 06 = skilled workers 07 = service 08 = domestic 09 = unskilled 10 = housewife 11 = disabled 12 = dead
7)	Father's Occupation Career Cluster	01 = Agri-Business and Natural Resources 02 = Business and Office Occupations 03 = Communication and Media 04 = Construction 05 = Consumer & Homemaking-Related 06 = Environment 07 = Fine Arts and Humanities 08 = Health Occupations 09 = Hospitality and Recreation 10 = Manufacturing 11 = Marine Science Occupations 12 = Marketing and Distribution 13 = Personal Service Occupations 14 = Public Service 15 = Transportation

8)	Mother's Occupation Classification	Same as #6 and #7
9)	Mother's Occupation Career Cluster	Same as #6 and #7
10)	Career Objective Classification	Same as #6 and #7
11)	Career Objective Career Cluster	Same as #6 and #7
12)	Plans after Graduation:	0 = blank or undecided 1 = work 2 = college 3 = military service
13)	Type of Job Classification	Same as #6 and #7
14)	Type of Job Career Cluster	Same as #6 and #7
15)	College:	00 = blank or undecided 01 = University of Wyoming 02 = Community College in Wyoming 03 = Technical School in Wyoming 41 = Out-of-State University 42 = Out-of-State Community College 43 = Out-of-State Technical School